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ABSTRACT

This three-part report describes the Bridging Program at San Diego Mesa College (SDMC), a basic skills program to prepare students functioning at the 7th grade level or below and to thus provide a bridge between developmental education and adult basic education (ABE). Part I begins with a review of the program's background and a list of its services (i.e., individualized instruction in basic skills for SDMC students, a referral system for instructors, basic skills assistance to adults in ABE classes who plan to attend SDMC, and open-entry/open-exit enrollment). Next, the report describes the Bridging Lab and an English as a Second Language (ESL) class and explains the student assessment, placement, and enrollment process. Part I also describes instructional materials for the lab, student assessment procedures, and the results of a Bridging Lab evaluation. Part II examines the ESL bridging class which stresses communication skills such as listening and note taking. This section focuses on the background and purpose of the course, the referral and identification system, course outlines and materials, student assessment procedures and course evaluation. Part III considers the in-service component of the Bridging Program, based on a slide-cassette presentation on program services. The development and distribution of the slide-cassette presentation are discussed. Appendices include course outlines and formats for the individualized lab courses, record-keeping and referral forms, publicity materials, an evaluation summary, and other related materials. (KI)

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BUILDING THE BRIDGE
Inservice Training for Teachers of Educationally Disadvantaged
Final Report: July 1, 1980-August 31, 1981

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JC 810 643

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I. Bridging Lab

A. Background Development - The open door policy in the Community College system requires that colleges provide instruction to whomever requires it. Many students, however, lack the basic skills necessary to succeed in college programs. Recent demographic data for the population served by the Mesa College region reflect a new clientele consisting of increased numbers of retired persons, women as heads of households, ethnic minorities, particularly the Indochinese refugees, the physically disabled, and economically disadvantaged students. At the present time, San Diego Mesa Community College is providing Developmental Education courses to aid students who have deficiencies in the basic skills. However, many students functioning at the 7th grade or below, estimated to be 25% of all entering students, find it difficult to pass the college Developmental Education courses. Thus, the need for a basic skills program bridging the gap between the college Developmental Education courses and Adult Basic Education classes became apparent and has now been realized through the establishment of the Bridging Lab.

B. The Bridging Program was designed to:

1) offer individually tailored instruction in basic skills to those Mesa College students who need this help to function effectively in regular college programs.

2) establish a referral system for the college instructors so that a student experiencing difficulties in developmental level classes could be appropriately referred to the program.

3) provide basic skills assistance to adults enrolled in adult education programs who plan to attend Mesa College and need additional basic skills instruction to function effectively in college level programs.

4) provide a flexible enrollment policy of open-entry, open-exit to insure that students being referred could recieve help immediately. Diagnostic assessment upon entry would enable the instructor to focus on remediating specific basic skill deficiencies.

C. Components of Bridging

1) The Bridging Lab is located on the Mesa College campus in the Independent Learning Center. Placed adjacent to the college Independent Learning Center, the lab can utilize much of the software and hardware already in place at the ILC. Likewise, the lab can furnish additional basic skills materials to supplement what the ILC has to offer. The lab was intentionally placed on the college campus to conveniently attract college students performing below standard in their college classes and at the same time to attract adult education students to the college campus who might be interested in attending college. The lab is open Monday through Friday, 8:30 - 1:30. It is staffed by Adult Education teachers experienced in teaching the basic skills.

2) English as a Second Language Bridging Class - The Bridging Class, designed for non-native speakers of English is also held on the Mesa College campus. It meets Tuesday, Wednesday, and Thursdays, 2:00 - 4:00 and is staffed by an Adult ESL Instructor.

D. Sources of Referral - The following sources are being used to identify students needing the basic skills instruction offered in the lab:

1) Mesa College Counseling Department -

a. Currently enrolled students who are on probation.

b. New incoming students who obtain low scores on the college placement test.

c. Students who express need during counseling sessions.

2) Adult Center Counselors - Adult high school graduates who are enrolling at Mesa College and need additional refresher in basic skills.

3) High School Counselors - high school graduates enrolling at Mesa College whose records indicate a need for basic skills refresher.

4) English, Math, Developmental Learning Lab and other Department instructors who identify students enrolled in their college level classes that are experiencing difficulty.

E. Enrollment in Lab - Students learn of the Bridging Lab through flyers and other public announcements (see appendix) or they are referred by the departments above. Students may enter the program at any time during the semester. The referring department indicates the skill area needing review on the referral form and signs it. (See appendix). The student then brings the referral form to the Basic Skills instructor. If a student refers himself, a referral form is not required. The basic skills instructor has the student fill out the adult center registration form, does an initial assessment of basic skills using the diagnostic instruments listed in course outlines, and places the student immediately in the program needed. The basic skills instructor may also send another form back to the teacher who sent a student to the lab to find out the reasons for the referral. A folder is developed for each student and includes results of the initial assessment, preliminary individual educational plan, student progress sheets and student goals. Additional diagnostic testing continues as needed.

F. Instructional Materials in Lab - Individualized instruction centers around the course outlines "Arithmetic Review, Reading and Research Skills Development, and English Review" (see appendix). The instructional materials used in the Bridging Lab are listed on the course outlines. In addition, the lab contains numerous teacher made handouts and exercises that are self correcting to attack a specific skill deficiency that a student might have. Recently, many students have come to the lab seeking help with writing compositions. As a result, a new teacher made self-paced module on writing expository paragraphs has been added to the lab. Because the Bridging Lab is adjacent to the college's Independent Learning Center, students also have access to all the college's basic skills series and tapes.

G. Assessment - As students progress through program they are evaluated on an ongoing basis. If student is progressing well and reaches goal, he/she is immediately referred back to the mainstream program on an open exit basis. If the student is progressing but is not at his goal, the instructional program continues. If the student is not progressing well and the instructor evaluates possible learning disability problem, a referral is made to the Learning Disabilities Program for further evaluation. After an evaluation by Learning Disabilities Program, a decision is made to enroll him in the Learning Disabilities Program, or possible referral to the appropriate program within the Community College District or other outside agency.

Pre-post skill tests are administered to diagnose problem areas and measure improvement. Standardized reading tests are also given to identify reading levels and place students in the appropriate level of reading material. The titles of these tests are listed in the course outlines. If a student wants to obtain the GED diploma, he can take the GED predictor tests which inform the students of their weaknesses and areas of needed improvement. In addition to the above academic tests, the lab administers pre and post life skill tests sponsored by the California Adult Student Assessment System (CASAS). The tests identify the lack of competency in a particular life skill, such as interpreting a rental agreement. After identifying the areas in which a student is not competent, the instructor supplies the student with instructional materials in that competency. A post test then measures the student's improvement in that area.

H. Evaluation of Lab - The enrollment and evaluation data indicate that enrollment in the Bridging Lab has steadily increased. In the Spring Semester of 1980, 117 students were enrolled compared with a total of 155 students enrolled in the Spring of 1981. In one year, the average number of hours spent in the lab by each student increased from 17.87 to 42.34. Of the 155 students enrolled in the spring semester of 1981, 87 or 56% were Mesa College students. 44% were adult students. These statistics indicate a good balance of student populations, fulfilling the concept of bridging.

Initially, most of the students were referred to the Lab by teachers. Now the bulk of the referrals are by the students themselves, indicating that word is getting around that the lab is meeting a felt need. Overall, 74% of the referrals have been self referrals. The increased number of teacher referrals from 19% to 28% indicates an increased awareness of the lab by the teachers as well.

In order to evaluate the effectiveness of the Bridging Program in meeting its objectives, a questionnaire was mailed to students who had enrolled in the Bridging Program during the 1980-81 school year. 27 students responded, a total of 23 percent.

The results of the survey show that:

100% felt they received the help they needed.
81% reached their goal in the time spent in program.
92% enjoyed the time they had to learn.
92% thought the materials were applicable.
81% enrolled in a college program.
73% returned to the class they sought help for.
11% dropped out of school altogether.

Of those that returned to the class they had received help for, 95% said they were doing better. 89% felt the Bridging Program should be continued and when asked to rate the program overall, 43% rated it excellent, and an additional 32% gave it a very good rating. See the appendix for a complete summary of data collected.

II. Bridging Class - ESL. (for non-native speakers of English)

A. Background and Purpose of Class - In the past two years, an increased number of ethnic minorities, particularly the Indochinese refugees, have enrolled at Mesa College. Most of those students are not native speakers of English. Since Mesa College has open enrollment for residents, it is impossible to require language testing as a prerequisite to admission to the college. Consequently, a large number of Mesa College students are now deficient in the language skills necessary to succeed in Community College classes.

The Bridging Lab has helped some of the non-native speakers of English improve their vocabulary and writing skills, but the lab is not equipped to upgrade other essential language skills such as listening, notetaking, and discussion. Many of the non-native speakers of English at Mesa simply do not understand what their professors are saying. Therefore, the need for a bridging class arose. In February, 1981, such a class was started. It currently meets 3 days a week, 2 hours a day and is located on the Mesa College campus close to the bridging lab. Whereas the lab is open from 8:30 to 1:30, the class runs from 2:00 to 4:00 so that students can benefit from the services offered in both the lab and the class. The ESL Bridging class focuses on the oral communication problems the students have. It emphasizes listening, notetaking, discussion, oral communication, and pronounciation. Like the lab, it caters to adult students trying to prepare themselves for college, and to the college students needing to upgrade a particular skill.

B. Referral System - In order to identify the students who are deficient in the language skills necessary for college, the Mesa College English faculty put together a placement test, consisting of a listening test (The Michigan Test of Aural Comprehension) and a reading test (English Reading Test published by English Language Service). The combined score on these two tests places a student in the appropriate English class. The Community College is attempting to administer this test to all entering students whose first language is not English and place them accordingly. At the same time, the Adult counselors and faculty are administering it to adult students who are interested in attending Mesa College. Those students who score below 80 (see appendix) are advised to attend an advanced ESL class at the Adult level or enroll in the Bridging class. In addition to the test as a vehicle of referral, Mesa College counselors and teachers, and Adult counselors and teachers may refer students to this class if they are interested in attending Mesa. Through publicity many of the students are self referred as well. An additional system being put into operation is referral between the bridging lab and

the bridging class. The Bridging Class is referring students to the lab to work individually on vocabulary building and reading, while the bridging lab is referring students to the class to upgrade their oral communication skills.

C. Course Outline and Materials - The course outline and list of materials used in the lab is enclosed. Since oral communication is a major objective of the class, much of the class time is spent on conversation and discussion.

D. Assessment and Evaluation - To assess the student's needs, a student inventory is filled out by each student. (See appendix). If the student hasn't taken the placement test for Mesa College, he or she is administered the Mesa College Placement Test, which is also used as a post test later on to show improvement. Since a major component of the course is conversation, which is difficult to measure, self assessment is used also in deciding whether the student achieved his goals. Other assessment devices are being studied for their usefulness.

Of 19 student evaluation forms that were filled out for the Bridging Class, eight students were referred through printed flyers, eight referred from instructors and students in the Adult division, and two were referred from Mesa College instructors. A majority of the students rated the bridging class as excellent and 99% stated that the bridging class has only been offered 1 1/2 semesters on an experimental basis, assessment data showing academic progress is not available. Assessment instruments that will accurately reflect the curriculum and instructional materials to measure student progress will be field tested during the 1981-82 academic year. The average enrollment per class session was 20 to 25.

III. In-Service Component

A. Development - To improve the referral process, the Bridging Program initially proposed a project entitled, "Building the Bridge: A Faculty In-Service Consortium to Improve Retention of the Educationally Disadvantaged College Student." Because funding for this project was reduced from the original proposed amount, an alternate in-service plan was developed to improve the referral process, for both the Bridging Lab and the E.S.L. Bridging class. Included in the revised plan was the development of a slide cassette presentation which informs faculty, counselors, and students of the services offered in the Bridging Lab and the ESL Bridging class. The advantages of this method of in-service for faculty are as follows:

1) The presentation can be shown in the classroom to both teachers and students. This eliminates the need to request teachers and staff to attend a workshop which some would find inconvenient to attend. The focus of the presentation is targeted to the student but provides all the information a teacher needs concerning the services offered and the referral process.

2) It is self contained. Anyone who missed a class presentation can view it on their own at a designated place.

3) As the Bridging Program changes to meet new needs, new slides can be made and substituted and the tape can be easily corrected.

4) With limited funding and personnel to provide in-service, this was determined to the most cost effective.

B. Distribution

The original proposal included plans for the development of in-service materials during the Fall Semester and field testing during the Spring Semester. Because funds were not received until the beginning of the Spring Semester, the field testing of in-service package will occur at the beginning of the Fall 1981 Semester.

The slide/cassette presentation and related materials will be used and distributed in the following manner;

1) Before the FALL Semester, a committee will show the slide cassette show to the counselors who will refer students to the lab when the need arises.

2) An announcement will be made at the annual faculty meeting at Mesa College and the Adult Center, informing teachers of the availability of the slide cassette show.

3) After the third week of the Fall Semester, 1981, a committee will go to designated English and Math classes on the Mesa College campus and Adult Center campus and show the slide cassette show. While informing the students of the services offered in the Bridging Lab, it will also make teachers aware of the lab without calling them to a workshop outside of school hours.

4) Finally, the slide cassette show will be available for students to view on their own at the library of the Mesa College campus and at the I.L.C.

Besides the slide cassette show, the instructors send out letters every semester to the teachers of the classes that might have students needing basic skills enrichment. (see appendix).

Evaluation of this in-service component will be available in February, 1981.

APPENDIX

ADULT CENTER/COLLEGE BRIDGING SKILLS PROGRAM

COURSE OUTLINE

READING AND RESEARCH SKILLS DEVELOPMENT

Diagnosis of individual reading problems through testing and other means and prescription of appropriate reading instruction in areas of deficiency. This course will include the development of comprehension skills (Following Directions, Using the Context, Finding the Main Idea, Detecting the Sequence etc.); skimming and scanning; word attack skills (phonics, syllabication, using context clues etc.); vocabulary; spelling; and the basic research skills of looking for, finding, and analyzing information.

I. Content of Course

A. Reading development on an individual basis

B. Comprehension skills

1. Following Directions
2. Using the Context
3. Locating the Answer
4. Getting the Facts
5. Drawing Conclusions
6. Getting the Main Idea
7. Detecting the Sequence

C. Adjusting the rate to purpose and material

1. skimming for the main idea
2. scanning for detail

D. Work Attack Skills

1. Phonics: workbooks and tapes on an individualized basis
2. Syllabication
3. Compound parts
4. Prefixes and suffixes
5. Accent
6. Using context clues

E. Vocabulary: on an individualized basis

1. Antonyms
2. Synonyms
3. Homonyms
4. Idioms
5. Pronunciation
6. Meaning

F. Spelling: rules, contractions, possessives, plurals, compound words, use of dictionary, self-correction and testing

G. Research Skills

1. Using the resources of the library: reference room, encyclopeidas, atlases, books of fact, card catalogues
2. Skimming and scanning
3. Using multiple sources
4. Using table of contents and index
5. Using a dictionary: alphabetizing, guide letters and words, glossaries
6. Using pictures for information
7. Using cross references
8. Finding supporting details
9. Notetaking
10. Outlining
11. Selecting and evaluating related information
12. Organizing material

13. Noting similarities and differences

14. Footnoting

15. Writing a bibliography

II. General Objectives

A. To improve reading comprehension

B. To understand need for adjusting rate to purpose and material

C. To improve work attack skills

D. To develop understanding of new words and improve word pronunciation

E. To increase skill in looking for, finding, and analyzing information

F. To prepare students to use the resources of the library

G. To effectively utilize the above skills in college level courses and in everyday life situations

III. Specific Objective

To be determined for each individual student on the basis of diagnostic tests, oral reading, student-teacher conferences, and personal goals as indicated by the students themselves.

IV. Behavioral Objectives

A. Student will demonstrate improvement in reading comprehension by increased ability to answer correctly questions related to specific reading selections.

B. Student will demonstrate increased proficiency in specific reading skills by the number of correct responses in student record books.

C. Student will demonstrate improvement in word attack skills by using them effectively during individual oral reading sessions with the teacher.

D. Student will demonstrate understanding and pronunciation of new words by using them correctly in written and oral communication.

E. Student will demonstrate proficiency in spelling by using new words correctly in written communication.

F. Students will demonstrate ability to use the resources of the library by doing a research project in which they use the table of contents, index, dictionaries, cross reference etc. to locate information.

G. Students will demonstrate ability to take notes, outline, and organize materials by their correct responses on research skills cards.

H. Students will demonstrate ability to write footnotes and bibliographies by writing a research paper.

V. Student Activities

A. Oral reading
B. Individual silent reading and self-testing
C. Listening: teacher presentations, student speakers, vocabulary and phonics tapes, guest speakers
D. Speaking: Small group discussions
E. Spelling: individual and group activities
F. Vocabulary: individual workbooks and tapes
G. Practicing research skills: individual and group activities

VI. Evaluation

A. Standardized Tests: The Nelson Reading Test (A and B), Test of Adult Basic Education, Adult Basic Learning Exam, Researchlab Strategies Guide, SRA 3A Spelling Kit Diagnostic Test

B. Teacher-made tests

C. Teacher evaluation of oral and written work

VII. Materials Used

A. SRA Reading Laboratory: 2C, 3A, 3B, 4A, Don H. Parker; Science Research Associates, Inc.

B. Reading for Understanding: General, Junior, and Senior, Thelma Gwinn Thurstone; Science Research Associates, Inc.

C. Specific Skills Series: a program to develop eight crucial reading skills; Richard A. Boning; Barnell Loft, Inc.

1. Working with Sounds
2. Following Directions
3. Using the Context
4. Locating the Answer
5. Getting the Facts
6. Drawing Conclusions
7. Getting the Main Idea
8. Detecting the Sequence

D. Vocabulary

1. Wordcraft, 1, 2, and 3 (workbooks and tapes); Evans and Hoffmeyer, Vocabulab, Inc.
2. Wordly Wise, Books 1-7; Hodkinson and Ornato; Educators Publishing Service, Inc.
3. 1100 Words You Need to Know; Bomberg and Gordon, Barron's Educational Series, Inc.

E. Spelling

1. SRA Spelling Kit 3A
2. Teacher-made worksheets

F. Research Skills

1. Researchlab: a program to develop basic research skills; Science Research Associates, Inc.

G. Dictionaries

H. Library books

I. Card Catalogue

J. Teacher-made worksheets and tapes

K. Films and filmstrips

L. Cassette tapes and booklets

M. Listening posts

N. Newspapers

O. Magazines

VIII. Methods Used

A. Individualized instruction with pre-and post testing

B. Small group instruction and discussion

C. Class instruction

D. Audio-visual presentations

E. Guest speakers

ADULT CENTER/COLLEGE BRIDGING SKILLS
PROGRAM - COURSE OUTLINE

ENGLISH

Review of basic English fundamentals relating to grammar, usage, sentence structure, capitalization, punctuation, word usage, spelling, and vocabulary and the application of these skills in writing acceptable expository paragraphs.

I. Content of Course

A. Grammar: parts of speech, clauses, sentence structure (parallelism, modification, fragments, run-ons).

B. Usage: principal parts of verbs, tense, tense shifting, agreement (subject-verb, pronoun-antecedent), pronoun usage, capitalization, punctuation.

C. Writing Development:

1. Paragraphs
2. Business letters and resumés
3. Informal letters
4. Report writing

D. Spelling: rules, use of dictionary, syllabication, sound-symbol relationship, self-correction and testing

E. Vocabulary: pronunciation and meaning on an individual basis

II. General Objectives

1. To understand and use effectively the basic grammar of standard English in both oral and written communication.

2. To pronounce and use effectively new words.

3. To increase spelling proficiency with emphasis on most frequently misspelled words.

4. To effectively utilize the above skills in college level English courses and in everyday life.

III. Specific Objective

To be determined for each individual student on the basis of survey tests, written work, oral responses, and personal goals as indicated by the students themselves.

IV. Behavioral Objectives

1. Student will demonstrate improvement in understanding and use of standard English by performance on tests and in both oral and written communication including informal letters, business letters, resumés, and class reports.

2. Student will demonstrate understanding and pronunciation of new words by using them correctly in written and oral communication.

3. Student will demonstrate proficiency in spelling by using new words correctly in written communication.

V. Student Activities

1. Writing: structured sentences, paragraphs, compositions, letters, resumés, applications, research papers

2. Speaking: small group discussions, demonstrations, informational reports, book reports

3. Listening: teacher presentations, student speakers

4. Vocabulary: individual workbooks and tapes

5. Spelling: individual and group activities

6. Practicing basic language skills.

VI. Evaluation

1. Standardized Tests: English 2600 and 3200 pre and post-tests, Test of Adult Basic Education, Adult Basic Learning Exam, The Nelson Reading Test (A and B), Hook Diagnostic English Test, Pre-Ged English Diagnostic Test, SRA Spelling Diagnostic Test.

2. Teacher-made tests.

3. Teacher evaluation of oral and written work.

VII. Materials Used

1. English 2600: a programed course in grammar and usage
English 3200: a programed course in grammar and usage
Joseph C. Blumenthal, Harcourt, Brace, and Jovanovich, Inc.

2. Troubleshooter: A Program in Basic English Skills; Patricia Ann Benner; Houghton Mifflin Company

a. Book 1: Spelling Skill
b. Book 2: Spelling Action
c. Book 3: Work Attack
d. Book 4: Word Mastery
e. Book 5: Sentence Strength

3. Vocabulary

a. Wordcraft 1, 2, and 3 (workbooks and tapes); Evans and and Hoffmeyer, Vocabulab, Inc.

b. Wordly Wise, Books 1 - 7; Hodkinson and Ornato; Educators Publishing Service, Inc.

c. 1100 Words You Need to Know; Bomberg and Gordon, Barron's Educational Series, Inc.

4. Spelling:

a. SRA Spelling Kit 3A
b. Teacher made worksheets

5. The Cambridge Writer's Program; Agnes Pastva and Mary Owen, Cambridge Book Company.
   a. Composing with Words
   b. Composing with Paragraphs
6. Dictionaries
7. Teacher-made worksheets for grammar, writing, spelling
8. Films and filmstrips
9. Cassette tapes and booklets
10. Listening posts
11. Newspapers

VII. Methods Used
1. Small group discussion and instruction
2. Individualized instruction with pre and post-test
3. Audio-visual presentations

ADULT CENTER/COLLEGE BRIDGING SKILLS PROGRAM

APPROVED COURSE OUTLINE

ARITHMETIC REVIEW

For students who need an intensive review of arithmetic and computational methods in order to function more effectively in college level courses. Students work at their own level, based on diagnostic testing, supervised by the instructor.

I. Content of Course: Content is organized to meet individual needs of each student.

A. Numeration: standard numerals, exponents, base 10, word names.

B. Whole Numbers: addition, subtraction, multiplication, division, applied problems.

C. Factoring: factors and multiples, prime numbers, least common multiple, divisibility rules.

D. Fractions: equivalent fractions, multiplications, reciprocals and division, addition, subtraction, mixed numerals, applied problems, ratios, propostions.

E. Decimals: reading and writing, order and rounding, adding, subtracting, multiplying, dividing, conversions with decimals, applied problems.

F. Percent: conversions with fractions and decimals, equations with percent, applied problems

G. Measurement: length, area, volume, and capacity, weight.

H. Pre-Algebra Concepts: sets, definitions, signed numbers, square, square root number series.

I. Interpreting Graphs: Pictorial, bar, line, circle.

II. General Objectives

To offer educational opportunities in basic arithmetic to persons wishing to review beginning math skills.

III. Specific Objectives

The students will demonstrate an increased ability to handle mathematical concepts and to use mathematical skills.

IV. Behavioral Objectives

1. The students will be able to use mathematical skills to solve everyday problems involving such skills and concepts.

2. The student will be able to utilize the skills learned as a foundation for understanding more complex mathematical concepts and their use.

3. The student will demonstrate an increased appreciation of the interest value of improving their mathematical skills.

V. Student Activities

1. Class discussions and projects of math related topics

2. Sub-group discussions and instruction involving specific math problems.

3. One to one assistance specific to an individual student's math work.

VI. Evaluation

1. Observe students using their math skills in class, re-testing of skills completed through word problem sheets and review of skills.

2. Analyze the student's ability to handle different types of math problems, the quality of work done, the quantity of skills reviewed and learned for the first time as domonstrated by the math assignments completed by each student.

VII. Materials Used

1. Arithmetic Skills Workbook, Calman Goozner, Amsco School Publication, 1973

2. Skills Development Book. Noonan-Spradley Allied Education Council Distribution Center

3. Science Research Associates Computational Development Kit

4. Consumer Math Skills Kit, Newsweek Magazine

5. Individualized Math Cassette Kit

6. Blackboard, flashcards, films, and teacher-made materials

VIII Methods Used

1. Each student is given a preliminary diagnostic test to:
   a. Assess the level of ability of each student
   b. Place the student in the area of study that will strengthen the skills in which he is weak, and will help in developing new skills.

2. Plan with the student individualized work based on results of the diagnostic tests and an understanding of the student's goals.*

3. Repetition and review of skills learned through work sheets, flashcards, and short tests.

*Provide students with progress sheets for each skill to be mastered. This will enable them to quickly assess the quantity and quality of their work to date. (an incentive) Pre-test and post-test for each individual skill taught will be utilized.

APPENDIX

TITLE OF COURSE: ESL Bridging Class

LOCATION: Mesa College

LENGTH OF COURSE: 18 weeks per semester

TIME: Tuesday, Wednesday, Thursday 2:00 - 4:00 p.m.

COURSE DESCRIPTION:

This class emphasizes the language skills particularly needed by ESL students to adequately function in an American College or University; namely, listening comprehension, note taking, reading comprehension, composition, and pronounciation.

PRIMARY OBJECTIVES:

Upon successful completion of this course, the students will be able to do the following:

I. Listen to and comprehend academic lecture material.

II. Take notes in an organized fashion from listening to lecture material.

III. Apply the appropriate reading techniques in order to comprehend different kinds of reading material, which are:
   a. skimming
   b. scanning
   c. reading for thorough comprehension
   d. critical reading

IV. Improve their vocabulary and reading comprehension skills by:
   a. guessing meaning from context clues
   b. guessing meaning from stems and affixes of words
   c. using an English dictionary

d. analyzing sentences structure clues to meaning

V. Write coherent paragraphs according to the following types of paragraph development:

a. chronological order

b. description

c. analytic development by:

1) examples

2) cause effect

3) comparison contrast

4) classification

5) reasons

6) definition

VI. Apply appropriate stress and intonation rules to their spoken language so that they may be more easily understood.

METHODS OF EVALUATION:

1) Michigan Test of Aural Comprehension
2) teacher observation
3) weekly writing samples
4) tests based on course materials
5) an English Reading Test (published by English Language Service)

MATERIALS:

Boning, Richard A., Cloze Connection, E & F.
New York: Barnell Loft, Ltd.

Fox, Len, Perspectives: An Intermediate Reader,
New York: Harcourt Brace Jovanovich, Inc.

Jupp, J.C., and John Milne, Guided Course in Engish Composition.
London: Heinemann Educational Books.

Levy, Willbert, Paragraph Power. New York: Amsco School Publication.

Mathis, Phyllis, Increase Your Vocabulary. New York: Cambridge Book Company.

Seidl, Jennifer and W. McMordie, English Idioms and How to Use Them. New York: Oxford University Press.

Taylor, Grant, Mastering American English. New York: McGraw Hill Book Company

Name _____ Listening _____

Reading _____

Total _____

INTERPRETATION OF TEST OF ENGLISH AS A SECOND LANGUAGE

These cut-off scores are not absolute. Individual counseling is especially recommended for students with scores near 120 or 80. These students may follow the recommendations for the group above or below or a combination of the two.

Score	Placement
120-140	These scores approximate those of native speakers. English 70 or 101 as required. Language should not be a problem for these students in any courses.
80-120	English 61 (English Practice for the Foreign Born) and other English classes according to the following: Students with scores in the upper half may also take English 50 (English Review), English 70 (Communications Skills), English 26 (Reading) English 27 (Spelling), or English 34 (Vocabulary) Students with scores in the lower half should be strongly advised to take Advanced ESL or to work in the Bridging Project at the same time that they take English 61. These students should not take a full program of other courses.
below 80	ESL classes and limited enrollment in other courses. Students with scores in the 60's and 70's should take only ESL classes -- English 61 will be too difficult. We are arranging for an ESL class at Mesa to be taught by the Adult School. The time and place will be announced soon. Students with lower scores should take the appropriate ESL classes at Adult School Centers and should not attempt any classes at Mesa.

Many students will also be interested in Speech 99 (Voice and Diction for Foreign Speakers), a special class in pronunciation.

SAN DIEGO MESA COLLEGE
CONSORTIUM OF ACADEMIC SUPPORT PROGRAMS (CASP)
Student Referral Form

Instructions: Please refer any student you feel needs one of the program services described below. Mail the original copy to the program you have checked, give a copy to the student and retain your copy. Please contact the program you have checked if you have any questions. We will attempt to contact you regarding the disposition of your referral.

Student _____ *Student Phone* _____ *Date* _____

Referred by _____ *Dept.* _____ *Ext:* _____

Check the program which seems most appropriate.

☐ TAP/CCC
Tutorial Assistance Program/Community College Consortium

All subject/course tutoring is provided through this special funded program. Eligible students must be qualified as EOPS, ESL, Physically Limited, Veterans, or Vocational Major. Tutorial services are provided on an individual or group basis.

Mailbox: T-4 Location: Trailer 4 Ext. 228
Program hours: Mon - Thurs 8:00 a.m. - 3:00 p.m.
Fri 8:00 a.m. - 4:00 p.m.

☐ DLL
Developmental Learning Lab

A special program for students who have certifiable learning disabilities. Such students typically show dyslexic performance in the basic skills. Diagnostic testing is required prior to certification.

Mailbox: H 201 Location: H 202 Ext. 365,368
Program hours: See class schedule

☐ ILC
Independent Learning Center

Limited tutoring services in Spanish and math by arrangement. Other subjects may be available. Inquiry is recommended.

Mailbox: I 207 Location: I 207 Ext. 354
Program hours: Mon - Thurs 8:00 a.m. - 7:00 p.m.
Fri 8:00 a.m. - 3:00 p.m.

☐ The Bridging Program

A non-credit basic skills program. Brush-up on English, Math, Reading, Study Skills. (GED and ESL preparation also available.)

Mailbox: I 207 Location: I 207 Ext. 247
Program hours: Mon - Fri 8:30 a.m. - 1:00 p.m. by arrangement

Reason for Referral (comments) _____

_____

Disposition of Referral (date) _____

_____

Please fold white copy, address, and send to appropriate program. Thank you!

7/80 EpEd/hc White: (Program copy) Yellow: (student's copy) Pink: (your copy)

San Diego Mesa College
7250 Mesa College Drive, San Diego, CA 92111 (714) 279-2300

MESA REGION BRIDGING PROGRAM

Referral Form

TO: _____ DATE: _____

FROM: _____ EXTENSION: _____

RE: (Student's Name) _____

Reason For Referral: _____

Reply From Bridging Program: _____

DATE: SIGNED:
Bridging Skills Instructor

Distribution: WHITE - To Bridging Skills Instructor
(Will be returned to sender with response)
YELLOW - Bridging Program File Copy
PINK - Sender's File Copy

San Diego Mesa College
7250 Mesa College Drive, San Diego, CA 92111 (714) 279 2300

THE SAN DIEGO COMMUNITY COLLEGE DISTRICT

SERVICES OF THE MESA COLLEGE BRIDGING PROJECT

The primary goal of the Bridging Project (located in the ILC) is to help YOU to develop YOUR skills in English, Math, Reading and Study Skills so that YOU will be able to do better in college courses as well as in everyday life.

If you feel you need help in any or all of the above skill areas, it's very easy to get. Just come to the ILC (I-207) on the Mesa Campus and look inside for the Bridging Project sign. Then ask to see Julie Willard or Pat Kennard. They will help YOU determine the kind of program that's just right for YOU. Here's a sample of some of the kinds of help:

In English-------Your goals will include - (1) the mastery of basic English fundamentals relating to grammar and usage, sentence structure, capitalization, and punctuation as presented in the textbooks English 2200, 2600 and 3200; (2) spelling improvement and vocabulary development; (3) the application of these skills in the writing of paragraphs, reports and letters.

In Math----------You will be working to achieve mastery of math skills from understanding whole numbers to interpreting graphs including, as needed, review of whole numbers, fractions, decimals, percents and measures.

In Reading-------Your goal will be to achieve a minimum reading level of 8.9 (eighth grade, ninth month of the school year) through the development of comprehension skills, word attack skills, skimming and scanning skills and vocabulary.

In Study Skills--Your goal will be to master the basic skills of looking for, finding, and analyzing information and will include knowing how to use the resources of the library to learn what you want.

Remember, the Mesa College Bridging Project is here to help YOU. Just come in to the ILC and ask for one of the instructors and we'll give you the help YOU need. The lab is open from 8:30am until 1:30pm Monday through Friday but if you want to call for an appointment, our number is 279-2300 x 355. Thank you very much.

Pat Kennard, Julie Willard, Instructors

Open Entry - Open Exit Non-Credit Courses

San Diego Mesa College
7250 Mesa College Drive San Diego CA 92111 (714) 279-2300

THE SAN DIEGO COMMUNITY COLLEGE DISTRICT

TO: Math 26, English 50, 61, 62, 101 Instructors
FROM: Julie Willard, Pat Kennard, Marlene White
RE: The Bridging Lab

We would like to inform you and your students of the services offered by the Bridging Lab. This program provides help to students with specific basic skills deficiencies in the areas of Reading, English, Composition, Math, and Study Skills. It is hoped that this program will provide an alternative to dropping out of school for the educationally disadvantaged student.

If possible, we would like five minutes of classroom time to tell you and your students about our services. If you think a visit from us would be worthwhile, please call the Bridging Program, extension 354, and ask for Julie so that we can set up a mutually convenient time for a brief orientation.

We want to furnish a support system for the instructor and services to the students to assist them in successfully completing college-level classes.

Thank you for your time.

San Diego Mesa College
7250 Mesa College Drive, San Diego, CA 92111 (714) 279-2300

Need HELP?

ENGLISH

MATH

READING

STUDY SKILLS

We can HELP

We're New...

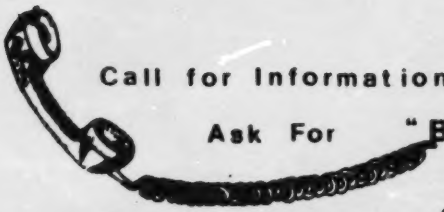
and interested in you

*****THE BRIDGING PROJECT*****
in
THE INDEPENDENT LEARNING CENTER
Room I-207

Stop By Soon

We are here to HELP

9 a.m. until 1 p.m.



Call for Information 279-2300 X 355

Ask For "BRIDGING"

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Mesa Press, Vol.
d March 2, 1981
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move through all classes on the salary schedule for which they are qualified.

7. Workload for teachers will remain the same as last year.

8. Travel mileage will be paid at the same rate as other contracts, currently 25 cents a mile.

9. The CTA will drop all three pending Unfair Labor Practice charges filed against the district.

10. The contract will be for one year effective July 1, 1980.

ILC offers help for Mesa students

by Ron Davison

You've let the add date go by for classes when you'd suddenly like to understand our economy. Or perhaps you find out a required class is more advanced than you had thought. You may even be excelling in all your classes, but unsure how you are going to handle the stress of taking five classes while working 30 hours a week.

Do you drop a class or two? Wait until next semester to take the class you need, once again delaying the date you will get your degree?

The answer to your problem may be right here at Mesa.

The ILC offers everything from remedial aid to information on subjects you may only be interested in.

The primary tool used in the ILC (Independent Learning Center) is the multi-media presentation. A student checking out materials at the ILC will receive a cassette tape which usually works in conjunction with a booklet or text, and occasionally slides or video reels.

"The tapes," says Armando Abina, administrative assistant for Media Services, "cover everything from Accounting to Zoology."

One special attraction of the ILC is that the student can focus in on one particular problem he or she may be having with a class. Quickly checking over the tape titles and locating the point at which confusion arises allows for simpler, less time-consuming instruction than most systems.

If, on the other hand, your problems are more general, the Bridging Project may be what you need.

The Bridging Project, located in the ILC, specializes in building fundamental skills. Whether your problem is with English, Math, Reading, or just studying, they have a program that can help you with the basics.

The Bridging Project was set up to help students whose previous instruction may not have provided them with the skills needed in handling college-level work. Whether your problem is that English is your second language or even if you haven't completed high school (high school diplomas are not required for enrollment at Mesa), the Bridging Project can help you not only with your classes, but even help you continue your education.

"We are here to help students who may otherwise end up dropping their classes as they find they are unable to keep up," said Julie Willard, an instructor at the Bridging Project. Stress is placed on individual programs which bring along a student at his or her pace. The program is open entrance/open exit, students choosing when they will start or finish.

Unlike the ILC, however, students in the Bridging Project must commit a certain amount of time each week ("it may be as little as one hour a week," says Willard).

The ILC is located in I-207, across from the H-300 building. Hours for the ILC, Monday through Thursday are 7:30 a.m. to 10 p.m., Friday from 7:30 to 4, and Saturday from 10 to 2. The Bridging Project is open from 8:30 to 1:30 Monday, Tuesday and Thursday and 8:30 to 1 on Wednesday and Friday.

STUDENT RECORD SHEET - Record All Work !!

NAME _____ NELSON TEST ____ VOC ____ PAR ____ TOTAL _____

DATE _____

RFU KIT # _____ STARTING _____

STOPPING _____

NFU KIT # _____ STARTING _____

STOPPING _____

_____ ENGLISH GRAMMAR _____

_____ SPELLING _____

_____ VOCABULARY _____

_____ TAPES _____ PHONICS _____

SRA KIT _____

SRA KIT _____

SPECIFIC SKILLS STARTING LEVEL _____

SKILLS TITLE	BOOK	SCORES

COLOR	NUMBERS & SCORES

TAPES TAPE TITLE:	SCORES

VOCABULARY: WORDCRAFT # _____

WORDLY WISE # _____

SCORES: _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

SPELLING: _____

STUDY SKILLS: _____

RESEARCH: _____

Bridging Program Yearly Summary
Prepared by Curt McCarty - 07/20/81

Program	S80	#	Hrs/	SS80	#	Hrs/	FW81	#	Hrs/	SP81	#	Hrs/	TOTALS		
ER	850	43	19.76	1427	30	47.56	2343	59	39.71	3233	94	34.39	7853	226	34.75
HSR	405	31	13.06	1678	30	55.93	246	27	9.11	481	11	43.73	2810	99	28.38
EM	116	11	10.55	86	1	86.00	393	14	28.07	211	10	21.10	806	36	2.39
HSM	0			286	3	95.33	393	11	35.73	361	4	90.25	1040	18	57.78
ERM	718	15	47.87	2159	29	74.43	1258	27	46.59	1497	27	55.44	5632	98	57.47
HSRM	0	(17)		412	5	82.30	573	5	114.60	781	9	86.78	1766	19	92.95
TOTALS	2089	117	17.87	6047	98	61.70	5206	143	36.41	6563	155	42.34			

Bridging Program Student Evaluation Form
Mesa College 1980 - 81

Student's Responding		39	12
Attended Bridging Program:		1980	1981
	Fall	15(38)	3(25)
	Winter	8(21)	1(8)
	Spring	11(28)	8(67)
	Summer	5(13)	0
Total Hours		704(88)	186(47)

---

1. How did you hear about the Bridging Program

#	%	
9	36	Referred by a Mesa Instructor
6	24	Referred by an Adult Instructor
4	16	From a student at Mesa
1	4	From a student at Adult
5	20	From printed information sheets about the program
		Other (please specify)

Respondent / Question #

5/1 counselor
16/1 Subject was cancelled out and the remaining students have to go to Mesa or take night school.
19/1 In a pamplet at Mesa
20/1 ACCESS
21/1 Adult counselor

---

2. While you were attending the Bridging program, did you:

Y	28	100	
N			Receive the help you needed
?			
Y	17	85	
N	2	10	Use the expertise of the teachers
?	1	5	
Y	21	81	
N	4	15	Reach your goal(s) in the time spent
?	1	4	
Y	24	92	
N	2	8	Enjoy the time you had to learn
?			

Y	16	62	
N	8	31	Think the space in the ILC was adequate
?	2	7	
Y	24	92	
N	1	4	Think the materials were applicable
?	1	4	

Respondent / Question #

16/2 Didn't have the SRA kit IV that I was working on previous class

---

3. After you finished your program in the Bridging class, did you:

Y	17	81	
N	4	19	Enroll in a College program
Y	16	73	
N	6	27	Return to the class you got help for
Y	2	11	
N	16	89	Drop the class you had trouble with
Y	16	73	
N	6	27	Return to school for other courses
Y	1	6	
N	15	94	Drop out of school altogether

Other (Please specify)

Respondent / Question #

6/3 Going back
19/3 Went to the university SDSU
20/3 Returned to ESL Lab
21/3 Not finished yet
23/3 Presently I'm still in the Bridging Program and intend to continue my studies
28/3 Continue school

---

4. If you returned to the class you received help for, did you:

Y	21	95	
N	1	5	Do better than you had before Bridging
?			
Y			
N	10	9	Do worse than you had before Bridging
?	1	9	
Y	5	42	
N	7	58	Do about the same as before
?			

Respondent / Question #

20/4 Improving at both
28/4 I took reading for speed (individual) as well as English 26 (techniques of Reading class participation) I went through "English 300" for refreshing of the grammar. (educated in the Dutch language, and I knew the "grammatica" very well)

---

5. If you dropped the class you were having trouble with after you finished the Bridging program, do you plan to take it again some time in the future?

Y	13	87
N	2	13

If you don't plan to continue, please tell us why.

Respondent / Question #

19/5 I didn't drop...I'm at SDSU
24/5 I'll continue this course for summer because I'm very busy so I can't learn this course
29/5 I'm working full time and I don't have time plus we don't get credit for it

---

6. If you dropped out of school altogether, why did you?

Respondent / Question #

6/6 Work, wanted to buy a car so it would be easyer to get to school

Are you planning to come back at some time in the future?

Respondent / Question #

7/6 Yes, I am. I believe I will come back there over this summer
13/6 Yes, I will, but I'm not sure when I will come. May be summer
15/6 I am not only planning to come back but continuing to join this program, because, it is just great to me
16/6 Probably, I will be enrolling at Mesa during the fall
18/6 I am working as volunteer in the Meusum of Man on an anthropolical project to improve my English
21/6 I want to go on to Mesa College
29/6 I'm take two classes

---

6. What suggestions for improving the Bridging program would you like to make for the benefit of other students.

Respondent / Question #

1/6 I would like more pronunciation, grammar and writting skills

2/6 In my opinion about the bridging program, made and helped improving in my study. I hope that this program will continue in the future, helping your other students. I'd like in the subject to write the essay

4/6 Everything is best

5/6 Peer teaching & supervision

7/6 Would you extend the opened hours more? If you could, you would open the Bridging program until 3:00 PM

10/6 A suggestion would be to change the 2600 English book, for a better grammar text book. Another suggestion is that more dictionaries are needed

11/6 More aides to help students

12/6 Increase size or amount of room/s which an instructor can use to talk and explain material without disrupting other students

13/6 I don't know

14/6 More materials for reading

15/6 I wish it can be improved to match with teacher's needs for students

16/6 Have the teachers check the work and record everything on their folder before they leave. About 40% of the class are just there for time and they even cheat on the time (eg students signs the full 3 hours - 8-11 but they're only there half or less that time)

17/6 Every student gets embassed to go there maybe a table or booth for several students with the same problems

18/6 I think there are not enough materials on listening for advanced students. Materials should give opportunity to student to repeat each sentence loudly. This practice gives the chance to get experience in speaking

19/6 I thin'k they did everything they could possibable do

26/6 I notice that the teachers in the Bridging Lab are Eng Teachers, the Bridging lab should have a helper or another teacher that is a math teacher or has a math major

29/6 You get credit for going

---

7. Do you think that Bridging should be continued next year?

#	%	
25	89	Definitely Yes
3	11	Probably
0		Definitely Not

---

8. Taking everything into consideration, how would you rate the Bridging Program:

1	2	3		4		5	
Very Poor		Average				Excellent	
		#	%	#	%	#	%
0	0	7	25	9	32	12	43

117 / 28 = 4.2

---

9. COMMENTS: Please make any final comments you would like.

Respondent / Question #

1/9 It is very nice learning in the Bridging program, it could help people a lot of things, I had been in Bridging program before So, I think it is a nice class

2/9 This program is excellent, bring a lot of benefits for the students. I purpose this program will continue. This bridging problem with the teachers are trying to help all the students get the class. My sincery

4/9 We should have more books, than now therefore the studend can choose the book that they feel fiting for thier study

5/9 I received encouragement psychologically as well as curriculum. As a "returnee" I found the encouragement I needed to 'stretch' and be willing to explore

6/9 Where could I enroll for the Bridging Program to assist my high school credits more

7/9 Bridging program is an excellent program. Most students in high school and college need it. So why don't you continue to open it?

8/9 Some day's it was a little crowded & noisy where you couldn't concentrate

9/9 Dear Sir I have not heard anything about Bridging program & I am sorry for not being able to answer the questions.

10/9 My comments are that I am in the Bridging Program Lab, because I have been preparing for the GED examination. I am not a college student yet; although it is my intention to become one in the future

12/9 Increase size of facility - placing in separate building if necessary. Publish list of Mesa catalogue courses that the bridging project can specifically assist in

13/9 I would like to come back to the Bridging Program sometime in the future, but I'm not sure when I will available to come. When I will come, I will get in touch with you first before I come

14/9 I think the Bridging is really helpful for students. I hope Bridging program will be continued

17/9 If I had spent more time there and less worry I would have gotten a much better grade in the classes I went there for

18/9 If a program for teaching American lifestyle and dictation be added to present situation would be better

19/9 The teachers couldn't do a better job. They were excellent. Very devoted

20/9 I think the teacher is excellent

22/9 I have never taken this type of course before but found it very helpful and would not hesitate to go for help in the future

23/9 As far as I'm concerned this program is excellent and very interesting. I have gained very much in this program so far. The instructors are very good and always help the best they can do. The materials are great help to me.

24/9 I would like to learn the Bridging program but I don't have free time so I can't continue my studies for this program

26/9 The teahers and helper are very helpfull, they are interested very much in the progress of the students, I see that is a plus for the Bridging Lab. I really enjoy geing in LAB. Thank you for making it possible for this help, we student receive through the bridging Program

28/9 I recommend English 300 for students who will take foreign languages

29/9 It help me a lot. I am planing to go there again Ive remend to a lot of my friends and they really like it to. Excellent course for the school

NAME	1980 FWSS	1980 TT	1981 FWSS	1981 TT	Mesa Instructor Mesa Instruct Adult Student Printed Information #1 12345	Received Help Teacher's Expertise Reached Goal ILC Space Adequate Materials Applicable #2 123456	Enroll in College Return to class Drop class Return to school Drop out altogether #3 12345	Do Better Do Worse About the Same #4 123	Take again in future #5 1	Definitely Yes Probably Definitely No #7 123	Very Poor Poor Average Good Excellent #8 12345	Comments Included C
Yiu, Chau Buu	x				x	y yyyy	yyyyn	ynn	y	x	x	*
Do Tuan	x	60	x	70	x	yyyyyy	yynyn	ynn	y	x	x	*
Nguyen, Phuc Hong	xx				x	y yyyy	yynnn	y		x	x	
Ly, Doan C	x		x			ynyyny	yynyn	ynn		x	x	*
Herzberg, Lillian Belinfante	x	64			x	yyyyyy	yynyn	ynn		x	x	*
Holder, Michael	xx				x	y?nyyy	y	y	y	x	x	*
Nguyen, Hung M	x x				x	yyyyny	yynyn	y	y	x	x	*
Clark, Judy	xxx	112			x	y	y	y	y	x	x	*
No response:												
Starr, Elizabeth	xx				x	yyyyy?	nnnnn			x	x	*
Brown, Melinda	x				x	yynnyy	ynn	y	n	x	x	*
Shipp, Eugene H	x	48	x	48	x	yyyyyy	yynyn	y		x	x	*
Chang, Koua	x				x	yynyyy	yynnn	yny	y	x	x	*
Geronimo, Joselyn	x				x	yyyyny	y y	y		x	x	*
Dang, Hang			x x		x	yyyyny	yynyn	ynn	y	x	x	
Hernandez, Arnedo T	x	100				ynynyn	nnnyn	yny	n	x	x	
Pampel, Ruth M	xxx				x x	yyyyny	y y	y		x	x	*
Mehraz, Rahmatollah			xx		x	yyyyyy	nnnny		y	x	x	*
Skoldberg, Mildred Cook	x				x	yyyyyy	y			x	x	*
Nava, Guadalupe	xx	200				y	y	y	y	x	x	*
Shen, Joseph Yau	x x	100	x		x	yy?yyy				x	x	
Herrera, Lori	x	20	x	60	x	y yy?y	y y	y		x	x	*
Washington, Dolores C	xx x		x x		x	y yyyy	ynnnn	y??		x	x	*
Duong, Thanh M						yyyyyy	ynyn	ynn	y	x	x	*
Odlum, Leslie	x				x	yynyny	nynyn	y		x	x	
Santos-Rivera, Magali			x	8	x	yyyyny	yynyn	ynn	y	x	x	*
DeBien, Louise	x x				x	yyyy?y	y y	y		x	x	
Goossens, Emmy	x				x	y yyyy		y	y	x	x	*
	xxx				x	y yyny	yynyn	nny	y	x	x	*

STUDENT INVENTORY

NAME:_____

ADDRESS:_____

CITY, ZIP:_____

PHONE:_____

ARE YOU A MESA COLLEGE STUDENT NOW? YES_____ NO_____

IF NO, WHAT SCHOOL DID YOU ATTEND LAST?_____

WHAT SCHOOL WILL YOU ATTEND NEXT?_____

WHAT ARE YOUR GOALS IN SCHOOL?_____

_____

DID YOU TAKE THE TEST FOR ENTRANCE TO MESA? YES_____ NO_____

IF YES, WHAT WAS YOUR SCORE?_____

WHAT DO YOU NEED MOST FROM THIS CLASS?_____

_____

_____

GRAMMAR TEST

IDENTIFY THE WORDS IN THE FOLLOWING SENTENCES BY WRITING OVER the CORRECT WORD AND DRAW A LINE UNDER PREPOSITIONAL PHRASES;

USE THE FOLLOWING SYMBOLS "N." OVER NOUNS
"V." OVER VERBS
"PRO." OVER PRONOUNS
"ADJ." OVER ADJECTIVES
"ADV." OVER ADVERBS
"CON." OVER CONJUNCTIONS

1. The tall woman dances beautifully.
2. After the dance we invited her to the party.
3. Is that a real diamond?
4. Absence makes the heart grow fonder.
5. It was an extremely hot day.
6. They polished the pots and pans.

(TURN OVER, PLEASE)

ANSWER THE FOLLOWING QUESTIONS IN COMPLETE SENTENCES:

1. How long have you been in the United States?

2. How many languages do you understand? What are they?

3. How long have you been studying English?

4. How much education did you have in your country?

5. How did you hear about this class?

Adult and Continuing Education

NORTH CITY ADULT CENTER/KEARNY CAMPUS
7405 Mesa College Drive, San Diego, CA 92111 (714) 277-6982

THE SAN DIEGO COMMUNITY COLLEGE DISTRICT

March 10, 1981

Dear Student,

We are asking your help in evaluating the Bridging Program, located in the Independent Learning Center at Mesa College. Our goal is to assist students needing help with basic skills so that they can successfully complete their educational goals. In order to better meet the needs of the students enrolling in the Bridging Program, we are sending the enclosed survey to present and former Bridging Program students to assist us in evaluating the effectiveness of the program and offer suggestions for improvement.

We very much appreciate your comments and evaluation. Would you please return the survey in the enclosed envelope no later than April 7th.

Sincerely,

Patricia J Rickard

Patricia L. Rickard
Associate Dean

Bridging Program Student Evaluation Form
Mesa College 1980 - 81

Student's Name _____

Attended Bridging Program:

	1980	1981
Fall	____	____
Winter	____	____
Spring	____	____
Summer	____	____
Total Hours	------	------

---

1. How did you hear about the Bridging Program

   Referred by a Mesa Instructor
   Referred by an Adult Instructor
   From a student at Mesa
   From a student at Adult
   From printed information sheets about the program
   Other (please specify) _____

2. While you were attending the Bridging program, did you:

Receive the help you needed	Y	N	?
Use the expertise of the teachers	Y	N	?
Reach your goal(s) in the time spent	Y	N	?
Enjoy the time you had to learn	Y	N	?
Think the space in the ILC was adequate	Y	N	?
Think the materials were applicable	Y	N	?

3. After you finished your program in the Bridging class, did you:

Enroll in a College program	Y	N
Return to the class you got help for	Y	N
Drop the class you had trouble with	Y	N
Return to school for other courses	Y	N
Drop out of school altogether	Y	N
Other (Please specify) _____		

4. If you returned to the class you received help for, did you:

Do better than you had before Bridging	Y	N	?
Do worse than you had before Bridging	Y	N	?
Do about the same as before	Y	N	?

5. If you dropped the class you were having trouble with after you finished the Bridging program, do you plan to take it again some time in the future?

Y N ?

If you don't plan to continue, please tell us why.

_____

_____

_____

6. If you dropped out of school altogether, why did you?

_____

_____

_____

Are you planning to come back at some time in the future?

_____

_____

_____

6. What suggestions for improving the Bridging program would you like to make for the benefit of other students.

_____

_____

_____

_____

7. Do you think that Bridging should be continued next year?

___ Definitely Yes
___ Probably
___ Definitely Not

8. Taking everything into consideration, how would you rate the Bridging Program:

1 2 3 4 5
Very Poor Average Excellent

9. COMMENTS: Please make any final comments you would like.

_____

_____

_____

_____

_____

_____

_____

BRIDGING PROGRAM STUDENT EVALUATION FORM
Mesa College 1981 - 82

Student's Name _____

Attended Bridging Program:

	1981	1982
Fall		
Winter	_____	_____
Spring	_____	_____
Summer	_____	_____
	_____	_____
Total Hours	_____	_____

---

1. How did you hear about the ESL Bridging Program

   Referred by a Mesa Instructor
   Referred by an Adult Instructor
   From a student at Mesa
   From a student at Adult
   From printed information sheets about the program
   Other (please specify)_____

2. While you were attending the ESL Bridging Program, did you:

Receive the help you needed	yes___	no___
Use the expertise of the teacher	yes___	no___
Reach your goal(s) in the time spent	yes___	no___
Enjoy the time you had to learn	yes___	no___
Think the materials were applicable	yes___	no___

3. After you finish your program in the Bridging ESL class, will you:

Enroll in a college program	yes___	no___
Return to the class you got help for	yes___	no___
Drop the class you had trouble with	yes___	no___
Return to school for other courses	yes___	no___
Drop out of school altogether	yes___	no___
Other (Please specify)_____	yes___	no___

4. If you are going to drop out of school altogether, why?

_____

_____

_____

Are you planning to come back at some time in the future?

_____

_____

_____

5. What suggestions for improving the ESL Bridging program would you like to make for the benefit of other students.

_____

_____

_____

_____

6. Do you think that Bridging should be continued next year?

___ Definitely yes
___ Probably
___ Definitely not

7. Taking eve[illegible]thing into consideration, how would you rate the Bridging program:

1	2	3	4	5
Very poor		Average		Excellent

8. COMMENTS: Please make any final comments you would like.

_____

_____

_____

_____

_____

_____

_____

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

JAN 15, 1982